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ABSTRACT

In the face of decreasing enrollment and increasing information technology, future expansion of off-campus education programs is possible. A survey of 106 members of the North Central Association (NCA) of Colleges and Schools examined the library services considered essential to quality distance education and questioned the issue of accreditation as a means of enforcing compliance with standards of library service to off-campus education programs. The usable response rate was 46% (106/217). It was discovered that 72.6% of the respondents indicated that library administrators assessed the needs of their extended campus community for library resources, services and facilities, but few (10.6%) had a written profile of these needs. Of the libraries responding, 68.9% actively promote library services to the extended campus. In most institutions (68.9%), a librarian is not assigned the responsibilities of planning, coordinating, and evaluating library service to these extended sites. Currently, the responding libraries offer the following services to extended campuses: collection of library materials sent to off-campus site (55.2%); library staff assistance with non-print materials and equipment (65.7%); mail, telephone and electronic mail reference assistance (78.6%); database searches (67.3%); and interlibrary loan service (91.4%). The majority (72.0%) stated that funding is not related to the needs and demands of extended campus programs, and in 57.7% of the libraries, funding for these programs is not even identified in the library's budget. Appendices include the survey cover letter and questionnaire. (Contains 17 references.) (MAS)

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OFF-CAMPUS LIBRARY SERVICES AND THE IMPACT OF NCA ACCREDITATION

A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Kevin G. Hammer

May 1994

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ABSTRACT

Colleges and universities in the United States offer extended campus courses at an increasing rate. Adequate library services are an essential part of quality education programs. Accreditation standards exist to maintain quality; in its criteria, the North Central Association of Colleges and Schools makes no specific mention of off-campus library services, while other regional accrediting agencies do. Using the ACRL "Guidelines for Extended Campus Library Services" as a framework, a sample of NCA institutions were surveyed to assess the level of off-campus library service. Most of the libraries surveyed offered a basic level of service, but few showed evidence of planning to accommodate this need. Communication among librarians and educators involved in extension programs is seen as a more efficient means of ensuring service than the accreditation process.

Master's Research Paper by

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B.S., Bowling Green State University, 1987

M.L.S., Kent State University, 1994

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I. INTRODUCTION

Colleges and universities in the United States offer an increasing number of off-campus educational programs. William Aguilar and Marie Kascus provide several reasons for this growth. In the Eastern United States, enrollment is constant or declining, as a result of a drop in the population of eighteen- to twenty-two-year-olds. Off-campus programs are developed to reach populations outside this traditional category. In contrast, on the West Coast, extended-campus sites are a response to over-enrollment at existing institutions, and the growth of new communities that do not yet have educational facilities. Other conditions that have fostered the growth of such programs include political pressure; students unable to afford full-time enrollment or commute long distances; and the need to serve geographically isolated areas. A further impetus underlying the previous reasons is the availability of new educational technologies.[1]

Along with the growth in these programs comes a concern for maintaining the same quality as in courses offered on campus; library services and resources represent one measurement of educational quality. As Gerard McCabe states,

> Our objective, if we are to provide bona fide, legitimate, high quality continuing education courses and programs to the students we are recruiting in areas

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[1]William Aguilar and Marie Kascus, "Introduction," Library Trends 39 (Spring 1991): 367-68.

> removed from our main campuses, should be to offer them the very same quality, and in our view, the same high level of quality library service as on campus, or face the fact that the potential clientele will soon lose interest in taking courses from our institutions and will turn to other sources of instruction.[2]

The Association of College and Research Libraries has developed "Guidelines for Extended Campus Library Services" to address these issues of quality; these guidelines were initially issued in 1967, with revisions in 1982 and 1989.[3] The guidelines are intended "to outline direction, support a process, stress overall coordination and to support the educational objectives of the extended campus program."[4] The guidelines are directed to library staff involved in off-campus programs; other library staff working with the extended campus library personnel; staff, faculty, and administrators throughout the educational institutions; sponsors of academic programs; and accrediting agencies. Lynn LaBrake-Harrison notes that ACRL has issued guidelines, as opposed to standards, for off-campus services. "Standards" are considered more comprehensive, more qualitative,

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[2]Gerard McCabe, "Library Services for Off-campus Institutions," in The Off-Campus Library Services Conference Proceedings: Knoxville, Tennessee, April 18-19, 1985, ed. Barton M. Lessin (Mount Pleasant, Mich.: Central Michigan University Press, 1986), 175.

[3]Shelia Latham, Alexander L. Slade, and Carol Budnick, Library Services for Off-Campus and Distance Education: An Annotated Bibliography (Ottawa, Ontario: Canadian Library Association, 1991), 72, 76.

[4]Association of College and Research Libraries, Task Force to Review the Guidelines for Extended Campus Library Services, "ACRL Guidelines for Extended Campus Library Services," College and Research Libraries News 51, no. 4 (April 1990): 354.

and more quantitative; standards may also be perceived as more effective and authoritative.[5]

When the ACRL's Task Force to Review the Guidelines for Extended Campus Library Services examined the guidelines for its 1989 revision, it noted the following trends which called attention to off-campus library services: non-traditional study becoming more common in higher education; an increase in diversity of educational opportunities; an increased number of unique environments where education is offered; recognition of the need for library resources away from the main campus; concern for equitable services for all students; greater demand for library resources by faculty and staff at extended sites; and technological innovations in the transmission of information and delivery of courses.[6]

Thus, enforcement of standards would seem to fall to regional accrediting bodies. Howard Simmons, of the Middle States Association of Colleges and Schools, writes that, regarding off-campus library services, "it is the accrediting agency which must implement appropriate evaluative criteria and evaluation protocols for further improvement and accountability."[7]

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[5]Lynn LaBrake-Harrison, "Extended Campus Library Services: Guidelines or Standards?" Library Trends 39 (Spring 1991): 381.

[6]Association of College and Research Libraries, 354.

[7]Howard L. Simmons, "Accreditation Expectations for Library Support of Off-Campus Programs," Library Trends 39 (Spring 1991): 389.

Statement of Problem

The North Central Association of Colleges and Schools (NCA) is a regional accrediting agency, seeking to enhance the quality of education at a variety of levels. One of six regional accreditation agencies in the United States, NCA functions in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

In reviewing accreditation standards concerning academic libraries, Simmons states that NCA standards are the least specific.[8] NCA's Commission on Institutions of Higher Education, which provides accreditation, has four broad criteria for accreditation:

> An accredited institution:
>
> 1. has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution;
> 2. has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes;
> 3. is accomplishing its purposes;
> 4. can continue to accomplish its purposes.[9]

The commission has intentionally taken a general approach to criteria so that an institution is evaluated in relation to its

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[8]Simmons, 391.

[9]North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, A Handbook of Accreditation, 1992-93 (Chicago: North Central Association of Colleges and Schools, 1992), 17.

own statement of purpose, rather than making an institution fit pre-established standards.[10] Thus, NCA criteria have not contained any specific mention of off-campus library services; library services in general are considered under Criterion Two.

In its booklet to assist institutions in the accreditation process, A Guide to Self-Study for Commission Evaluation, the commission offers suggestions for areas of evaluation. Under Criterion Two, at least three suggestions are relevant to off-campus library services. The first topic concerns special programs:

> Some institutions conduct widespread continuing education and off-campus programs; others have special programs for the adult student or for minorities or for constituents in need of retraining. Study abroad programs may be an integral part of the institution's education opportunities; so too might cooperative programs and internships. Off-campus and extended programs, whether in town, the region, the United States or abroad, whether in prisons, hospitals, or military bases, must be included within an institution's accreditation and therefore must receive as careful a review as do the campus programs.[11]

Further, in the commentary under "Information Technology Programs," the commission notes that

> Currently, libraries and computer facilities often are the centers of transition on campuses; their cooperation and interaction will help an institution make wise decisions about technologies and services available through them.[12]

Finally, within the explanation for "Support and Equipment

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[10]Ibid.

[11]North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, A Guide to Self-Study for Commission Evaluation, 1992-93 (Chicago: North Central Association of Colleges and Schools, 1992), 12-13

[12]Ibid, 13.

Resources" the role of libraries is mentioned:

> Almost all institutions must provide libraries . . . although the size, number, and diversity of these resources vary dramatically among institutions. The currency of the collection in the library can be as significant as the number of volumes on its shelves. . . . It is imperative to judge the ability of the institution to recognize the need for and provide for appropriate resources to support the institution and its programs.[13]

Purpose of the Study

While NCA's criteria are flexible enough to be applied to library service in extended campus programs, are institutions providing these services if they are not specifically required to do so? Simmons calls on accrediting agencies to include specific statements on the different information needs of off-campus students and faculty.[14] A survey to examine current practice in NCA institutions would help determine if flexible standards are sufficient and effective.

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[13]Ibid, 15.

[14]Simmons, 402.

II. LITERATURE REVIEW

Sheridan and Martin surveyed the membership of the Association of Continuing Higher Education to assess the impact of the 1982 ACRL Guidelines for Extended Campus Library Services. With approximately 65 schools responding, results showed that most libraries perceived their resources and services as sufficient or more than adequate. Most of the institutions had not prepared written profiles or statements of goals and objectives, as requested in the ACRL guidelines. A follow-up telephone survey showed limited awareness of extended campus and continuing education students on the part of librarians.[15]

In his explanation of the role of accreditation, MacTaggart notes that accreditors have two functions: evaluation--ensuring the public that good service is provided, and consultation--aiding the institutions in improving themselves. He lists the following items as components of an adequate off-campus library support system: agreements with cooperating libraries; site-based collections of resources; efficient and free retrieval services; availability of trained staff on site; adequate publicity of services to faculty, staff, and students; and linkage with

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[15]Jean Sheridan and Paul Martin, "The 1982 ACRL Guidelines for Extended Campus Library Services: OK is Not Enough," in The Off-Campus Library Conference Proceedings: Reno, Nevada, October 1986, ed. Parton M. Lessin (Mount Pleasant, Mich.: Central Michigan University Press, 1987), 261-271.

the curriculum. Further improvement in library services and the educational experience could result from an expanded role for the librarian; librarians could join with instructors as a team in the learning process, participating in course design.[16]

Kania surveyed a national group of academic library administrators with evaluation team experience and reviewed regional accreditation standards, with the purpose of developing a model set of regional accreditation standards for libraries, including off-campus library services. A content analysis of the standards of the seven regional accrediting bodies in the United States was conducted; in 1982, only three of the seven commissions specifically mentioned the provision of off-campus library services. A 1990 update of the survey showed that five commissions made specific reference to the need for library service in off-campus programs. The two agencies without detailed standard, the North Central Association and the New England Association, allude to the concept by advising cooperative arrangements with other libraries when necessary.[17]

The impact of the regional accreditation process on off-campus library services was examined in case studies by Bradburn

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[16]Terrence J. MacTaggart, "An Accreditor's Perspective on Off-Campus Library Programs," in Off-campus Library Services: Selected Readings from Central Michigan University's Off-Campus Library Services Conferences, ed. Barton M. Lessin (Metuchen, N.J.: Scarecrow Press, 1991), 77-84.

[17]Antoinette M. Kania, "Regional Accreditation Standards and Off-Campus Library Services," in Off-campus Library Services: Selected Readings from Central Michigan University's Off-campus Library Services Conferences, ed. Barton M. Lessin (Metuchen, N.J.: Scarecrow Press, 1991), 66-76.

and Marks. Standards of the Southern Association of Schools and Colleges were compared with those of the Northwestern Association of Schools and Colleges. While the Southern Association had far more detailed standards, the authors conclude that provision of off-campus library services resulted from personal or departmental commitment, rather than from enforcement of accreditation standards. Regional accreditation bodies seem to be the main entities concerned with adequate library services, as no discipline-specific groups address this need. One factor creating confusion in standards is whether extended campus library services should be evaluated as the responsibility of the library or the extended education programs.[18]

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[18]Frances Bryant Bradburn and Kenneth E. Marks, "Off-Campus Library Service and the Accreditation Process," in The Fifth Off-Campus Library Services Conference Proceedings, comp. Carol A. Jacob (Mount Pleasant, Mich.: Central Michigan University, 1991), 39-44.

III. METHODOLOGY

A questionnaire was developed to assess the level of extended campus library service at a sample of NCA institutions. Questions were based on the ACRL guidelines; since the guidelines are often general, descriptions of specific services were added, patterned on examples from the Second Canadian Off-Campus Library Services Survey[19] and Barton Lessin's analysis of five model programs.[20] Questionnaires were mailed in January 1994 to a sample of library directors at 250 NCA institutions. The sample was drawn from the 750 institutions listed in the spring 1993 Directory of Affiliated Institutions as offering courses at locations in addition to the main campus. (A total of 948 institutions are listed in the directory.)

Definition of Terms

Extended campus community:

Covers all those individuals and agencies which are directly involved with academic programs offered away from the traditional academic campus including students, faculty, re-

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[19]Alexander L. Slade, The Second Canadian Off-Campus Library Services Survey, 1988, Victoria, B.C.: University of Victoria, 1988.

[20]Barton M. Lessin, "Library Models for the Delivery of Support Services to Off-Campus Academic Programs," Library Trends 39 (Spring 1991): 405-23.

searchers, administrators, and sponsors.

Off-campus (or extended campus) library services:

Refers to those services offered in support of academic courses and programs offered away from the main campus of the institution responsible for the academic program. These courses may be taught in traditional or non-traditional ways. This definition also includes services to individuals who are involved off-campus regardless of where credit is given. The definition does not include non-traditional students pursuing on-campus academic programs.

Limitations

This survey is not intended to collect information regarding services offered at branch libraries of campus systems. Also, given the variety of arrangements for off-campus library services, the results of the sample are not necessarily applicable to the whole research population.

IV. RESULTS

Of the 250 questionnaires mailed in January 1994, 139 (55.6 percent) had been returned by March 14, 1994. Of those 139 surveys, 33 were returned uncompleted; 26 respondents noted that their institutions offered no off-campus courses (although the entries for the institutions in the NCA directory indicated that courses were offered away from campus). Therefore, the useable response rate was considered 49% (106/217).

The remaining seven uncompleted questionnaires were accompanied by explanations of the libraries' services. Two respondents wrote that their schools conducted only a few extension courses by video, and no library services were provided. One librarian indicated usage of a prison library for inmates who were taking classes; another reply stated that students were assisted on an as-needed basis through letters of introduction to appropriate libraries; one librarian wrote of assisting a branch library at a higher education center. Finally, one respondent noted that in a university system with several campuses, some coordination of services to off-campus students was provided by subject librarians, but that generally students found services at their nearest regional campus. This same university system also has been involved with accelerated college courses for high school seniors; information training has been provided for teachers in this program.

Questionnaires from 106 librarians were tabulated; not every respondent answered each question; thus, totals vary from question to question.

Seventy-seven (72.6%) of the respondents indicated that their library administration assesses the needs of its extended campus community for library resources, services, and facilities. An analysis of the means of their assessments revealed that informal discussion with faculty members was, by far, the most common method (see Table 1).

Eighteen respondents checked "other" in providing the specifics of their methods of assessment (one gave two examples). Of those eighteen, three indicated interaction with the extended campus program: discussion with site administrators, communication on an "as-needed" basis with the continuing education director, and memos from the outreach center. Faculty contact was cited in three answers--sending form letters to faculty each semester to list needs; forming a committee composed of faculty and librarians; and consulting course scheduling handbooks for class offerings, then contacting faculty and library administration of regional sites. Contact with administration was noted by two librarians, while two referred to communication with deans. Statistics of use were used in two cases, e.g., analysis of circulation and management information data. One librarian wrote that responding to accrediting agencies helped in assessing needs. Another wrote that needs are examined "any way we can," but that "communication between the library and program adminis-

trators is spotty and sporadic." One institution has a distance education librarian contact students via televised presentations and solicit feedback. Others cited requests from students, requests for materials, discussions with other campus staff, and contact with resource center directors.

In the great majority of libraries participating in the study (93 or 89.4%), no written profile of the extended community's information needs exists. A written profile would indicate that the extended campus community is considered in the library's long-range planning. Surprisingly few librarians have completed such a document.

In a slight majority of cases (56 or 53.3%), academic community representatives, including faculty and students, do not help form objectives and participate in evaluation of services. Also, librarians do not, for the most part (63 or 59.4%) participate in curriculum development and course planning to insure that appropriate library services are available.

However, library staffs do promote library services to the extended campus in most instances (73 or 68.9%). Those librarians who promote services were asked to indicate which methods they utilized (see Table 2). Of the eleven responses marked as "other" methods of promotion, three were classroom presentations, and two were library orientations. One innovative service mentioned was a computer bulletin board system with a "specially configured conference for off-site students, providing online catalog, ILL requests, database search requests, file

Table 1. Assessing the Needs of Extended Communities

Means of Assessment	N=76	f	%
Surveys		22	28.9
Personal contact with students		30	39.5
Meetings with faculty		32	42.1
Informal discussion with faculty		64	84.2
Other		18	23.7

Table 2. Methods Used in Promoting Library Services

Method of Promotion	N=71	f	%
Printed materials		49	69.0
Notices in campus media		22	31.0
Communication with faculty members		69	97.2
Communication with non-affiliated libraries in the area		35	49.3
Other		11	15.5

downloading, etc." Other techniques listed once were communicating with students, providing lists of periodical subscriptions, communicating with site deans and resource center directors, providing a library outreach video orientation, and conducting a research instruction module as part of a course.

Several questions examine staffing of off-campus library services. In most institutions (73 or 68.9%), a librarian is not assigned the responsibility of planning, coordinating, and evaluating library services to the extended campus community. Of the thirty-three cases in which a librarian is assigned extended campus duties, six worked in this area full-time, while twenty-seven addressed these needs on a part-time basis. Most respondents (69 or 66.3%) said they did not have adequate support staff to assist in responding to the information needs of the extended campus community. The low number of librarians officially assigned to off-campus responsibilities raises questions. Who is accountable for providing the link between the off-campus community and the library? Is it assumed that students will pursue resources on their own?

Several questions addressed the funding of off-campus library services. Each question was a re-statement of the ACRL guidelines concerning finances; the intent of these guidelines seems to be to assure a specific inclusion of off-campus services within an institution's budget. These questions had the highest incidence of non-response of any questions in the survey; several respondents stated that the questions were unclear. The vast

majority (72 or 72.0%) stated that funding is not related to the needs and demands of extended campus programs. Further, fifty-nine (59.0%) answered that finances are not allocated on a schedule matching the parent institution's budgeting cycle, and fifty-six (57.7%) answered that funding is not identified within the parent institution's budget statements. Some may have interpreted the last two questions as applying to the library as a whole, not simply the off-campus services. Most respondents (66 or 71.0%) said that finances did not accommodate arrangements involving external agencies.

Most librarians (63 or 60.6%) agreed that the extended campus community has access to facilities through agreements with a non-affiliated library. In an analysis of the agreements, forty-three (69.4%) were with academic libraries, thirty-nine (62.9) were with public libraries, and thirteen (21.0%) were with special libraries. Several of the institutions have agreements with more than one variety of library.

In assessing convenient access to materials, most institutions (64 or 61.5%) did not have a designated space at the off-campus course site for library resources. However, a collection of books and other materials is sent on request to the site of an off-campus course in more than half the cases (58 or 55.2%). The library staff provides assistance with non-print media and equipment in most instances (69 or 65.7%).

Students are not able to search indexes and the main library's catalog at the off-campus course site in most cases (60 or

57.7%). This level is partially related to the presence or lack of automation in the main library; several respondents wrote that their libraries were adding this capability soon.

Delivery of materials is a more commonly available service; at most institutions (70 or 66.7%), the library staff sends material to individual off-campus students in response to requests received by mail, telephone, or electronic mail. Respondents were asked how materials are delivered (see Table 3); mail and fax were the most popular options. A variety of delivery methods were listed under "other", with thirty-five questionnaires detailing additional methods. By far the largest number of these, twelve, indicated courier delivery. Instructors delivered materials in five cases; four librarians relied on a campus delivery system; three responses cited van delivery; and two libraries utilized UPS overnight. The following methods were cited by one respondent each: delivery by shuttle, car, statewide delivery system, librarian, site coordinator, and travelling college representative. Other responses were ILL, database search results by fax, and "in person."

In a large majority of the schools (81 or 78.6%), the library staff answers reference questions for extended campus students in response to requests received by mail, telephone, or electronic mail. Twenty-four of those institutions have a toll-free number or allow collect calls.

Most librarians (70 or 67.3%) report that database searches (CD-ROM or on-line) are conducted for off-campus students.

However, in most cases (79 or 75.2%), a librarian is not occasionally available at the extended campus site for consultation.

A program of library user instruction is not conducted specifically to meet the needs of the extended campus community at the majority of institutions (74 or 71.8%). Those who do offer a special user instruction program (29 or 28.2%) were asked to answer a sub-question, checking any method they utilized in bibliographic instruction (see Table 4). One librarian noted that the institution's library had initiated a formal program of user instruction at extended campuses because of state accountability standards.

In almost all situations (96 or 91.4%), interlibrary loan privileges are available to the extended campus community.

Respondents were invited to make any additional comments on the final page of the questionnaire. Twenty-two provided further information regarding their programs; many more wrote comments throughout the survey itself.

Several librarians noted an expanding emphasis on distance education. Three replies dealt with the institution, as a whole, examining the role of extension education. As one librarian wrote, "We are just barely beginning to address, as a college, our responsibilities to students taking courses at off-campus sites. The library expects to be involved in those discussions." Another stated that "our campus does plan to expand its involvement in distance learning, and this will eventually lead to more library involvement." Six librarians related that they recently

Table 3. Delivery of Material to Students

Method of Delivery	N=68	f	%
Mail		55	80.9
Fax, for articles		48	70.6
Electronic transmission		9	13.2
Other		36	52.2

Table 4. Library Instruction for the Extended Campus

Method of Instruction	N=28	f	%
Print materials		20	71.4
Teleconferences		2	7.1
Site visits		20	71.4
Classroom presentations		21	75.0
Videotapes		4	14.3

initiated off-campus library outreach programs, or that such programs were in the planning stages. Only one of the surveys indicated that an institution was decreasing the number of extension classes. Additionally, seven respondents cited the implementation of new technology, such as on-line catalogs and indexes, which would enable them to serve the off-campus population more effectively.

Lack of faculty concern regarding library services was noted on two responses. One librarian wrote that "the amount of library services offered to the extended community is directly related to whom is teaching the course. A few instructors make certain students are aware of the resources available; most instructors do not."

Summary of Results

A more simplified picture of the survey results is produced by isolating the responses to several key questions regarding managerial/planning practices and services offered. In the following list, the categories are arranged in descending order of the number of affirmative responses:

Interlibrary loan	96
Reference questions answered	81
Off-campus needs assessed	77
Services promoted	73
Delivery provided	70
Database searching	70
Agreements with other libraries	63
Collection sent on request	58
Indexes at remote site	44
Space designated for materials	40
Adequate support staff	35
Librarian assigned	33

User instruction programs	29
Librarian on site	26
Toll-free number	24
Written profile of off-campus	11

From the above list, it would seem that most of the libraries offer a basic level of service, i.e., provision of materials through delivery, interlibrary loan, or library agreements, and reference assistance. However, the small number of librarians who are specifically assigned responsibility for off-campus services may reveal a lack of planning, as does the low number of respondents who have a written profile of their extended communities.

V. SUMMARY AND CONCLUSION

Since trends in enrollment and information technology suggest a continuing expansion of off-campus education programs, the quality of library service to extended campus communities will be an increasingly vital issue. Given the North Central Association's commitment to generalized criteria, it is unrealistic to expect its Commission on Institutions of Higher Education to produce written standards for off-campus library services. Regional accreditation may not be the most effective impetus for providing quality services. As Delmus Williams writes:

> Accreditation can be a very useful tool for the academic library and for its parent institutions. It is not a bogeyman that can be "sicced" on university administrators. . . . It is merely a mechanism that can help institutions look at themselves occasionally if they choose to.[21]

The drive to provide excellence in such services will more likely come from librarianship and from individual institutions. Librarians may have to take the initiative in identifying the needs of extended campus communities, as well as sharing effective models for providing services. ACRL has already produced guidelines and opportunities for learning about off-campus services; these guidelines are especially important to NCA-affiliated institutions.

Throughout this study, communication with faculty members,

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[21]Delmus E. Williams, "Accreditation and the Academic Library," Library Administration & Management 7, no. 1 (Winter 1993): 37.

or the lack of it, has surfaced as a key link between the library and the off-campus community. Librarians could deliver more effective service by targeting off-campus faculty, and especially directors of extended education programs, for informational efforts.

Limitations

It is very difficult to make a generalization concerning the proper level of library service to off-campus programs. The number and type of courses vary widely, as do the size and missions of participating institutions; even within one institution, several programs may exist. Given this variety, one can see the logic of the NCA accreditation philosophy--the institutions need to be evaluated within their own contexts.

In addition, several of the survey questions which did not specify off-campus services may have been answered regarding the library's services in general. If so, the responses would reflect a higher level of service that is the case.

Recommendations

Further investigation of the impact of the accreditation process on libraries in NCA-accredited institutions may prove fruitful. One study regarding library change and accreditation has been conducted, specifically concerning resource sharing and technology.[22] A more general evaluation of the process is lack-

[22]Ronald G. Leach, "Academic Library Change: The Role of Regional Accreditation," The Journal of Academic Librarianship 18, no. 5 (November 1992): 288-291.

ing, however.

Since many extended campus library outreach programs are new, evaluations of the programs' effectiveness would be beneficial. Research among off-campus faculty and site coordinators would give additional perspective.

APPENDIX A

School of Library and Information Science
(216) 672-2782
Fax 216-672-7965

Kent STATE UNIVERSITY
P O Box 5190 Kent Ohio 44242-0001

Re: Off-Campus Library Services Survey

January 24, 1994

Dear Library Director:

I am a graduate student in the School of Library and Information Science at Kent State University. As part of the requirements for my master's degree, I am conducting a study about off-campus library services offered by institutions accredited by the North Central Association of Colleges and Schools. This questionnaire will help me determine the level of library services provided to extended campus communities. This information may help librarians in assessing their own programs, as well as demonstrating the impact of accreditation standards.

Confidentiality and anonymity are guaranteed, as you do not need to sign your name to individual questionnaires; only the investigator has access to the survey data. There is no penalty of any kind if you should choose to not participate in this study or if you would withdraw from participation at any time. While your cooperation is essential to the success of this study, it is voluntary. A copy of the results of the study will be available upon request. Returning this questionnaire implies that you have consented to participate in this study.

If you have any further questions, please contact me at (419) 937-2796 or Dr. Lois Buttlar, my research advisor, at (216) 672-2782. If you have any further questions regarding research at Kent State University, you may contact Dr. Eugene Wenninger, Office of Research and Sponsored Programs, at (216) 672-2851.

Thank you very much for your cooperation; it is greatly appreciated. You may return the questionnaire in the enclosed self-addressed stamped envelope to me at the following address:

Kevin Hammer
6817 W. St. Rt. 18
Fostoria, OH 44830

Sincerely,

Kevin Hammer
Graduate Student

APPENDIX B

OFF-CAMPUS LIBRARY SERVICES SURVEY

Please use the following operational definitions:

Extended campus community covers individuals and agencies which are directly involved with academic programs offered away from the traditional academic campus, including students, faculty, researchers, administrators, and sponsors.
Off-campus (or extended campus) library services refers to those services offered in support of academic courses and programs offered away from the main campus. This definition includes services to individuals who are involved off-campus regardless of where credit is given.

Please note that this survey is not intended to collect information regarding services offered at branch libraries of a campus system.

Check "yes" or "no" to the following statements. Some questions have follow-up questions to provide details; please follow instructions at each sub-question.

1. The library administration assesses the needs of its extended campus community for library resources, services, and facilities.
   [] yes [] no

   If yes, how does the library conduct needs assessments of the extended community? (Check all that apply.)

   [] surveys []personal contact with students
   [] meetings with faculty
   [] informal discussion with faculty
   [] other (please specify): _____

2. The library staff has a written profile of the extended community's information needs.
   [] yes [] no

3. Academic community representatives, including faculty and students, help form objectives and participate in evaluation of services.
   [] yes [] no

4. Librarians participate in curriculum development and course planning to insure that appropriate library services are available.
   [] yes [] no

5. Library staff promote library services to the extended campus.
   [] yes [] no

   If yes, what methods are used? (Check all that apply.)

[] printed materials [] notices in campus media
[] communication with faculty members
[] communication with non-affiliated libraries in the area
[] other (please specify): _____

6. A librarian is assigned the responsibility of planning, coordinating, and evaluating library services to the extended campus community.
[] yes [] no

If yes, are the off-campus duties:
[] full-time [] part-time

7. Adequate support staff assist in responding to the information needs of the extended campus community.
[] yes [] no

8. Funding is related to the needs and demands of the extended campus program.
[] yes [] no

9. Finances are allocated on a schedule matching the parent institution's budgeting cycle.
[] yes [] no

10. Funding is identified within the parent institution's budget statements.
[] yes [] no

11. Finances accommodate arrangements involving external agencies.
[] yes [] no

12. The extended campus community has access to facilities through agreements with a non-affiliated library.
[] yes [] no

If yes, what kind of library is it?
[] public [] academic [] special

13. There is a designated space at the off-campus course site for library resources.
[] yes [] no

14. A collection of books and other materials is sent on request to the site of an off-campus course.
[] yes [] no

15. The library staff provides assistance with non-print media and equipment.
[] yes [] no

16. Students are able to search indexes and the main library's catalog at the off-campus course site.
[] yes [] no

17. The library staff sends material to individual off-campus students in response to requests received by mail, telephone, or electronic mail.
[] yes [] no

If yes, how is material delivered to students? (Check all that apply):
[] by mail [] by fax, for articles
[] by electronic transmission
[] other (please specify): _____

18. The library staff answers reference questions for extended campus students in response to requests received by mail, telephone, or electronic mail.
[] yes [] no

If yes, does the library have a toll-free number (or allow collect calls) for student use?
[] yes [] no

19. Database searches (CD-ROM or on-line) are conducted for off-campus students.
[] yes [] no

20. A librarian is sometimes available at the extended campus site for consultation.
[] yes [] no

21. A program of library user instruction is conducted specifically to meet the needs of the extended campus community.
[] yes [] no

If yes, which methods are used? (Check all that apply):
[] print materials [] teleconferences
[] site visits [] classroom presentations
[] videotapes

22. Interlibrary loan privileges are available to the extended campus community.
[] yes [] no

Any further comments may be written on the back of page 3.

Thank you for your assistance. Please mail the survey in the enclosed envelope to Kevin Hammer, 6817 W. St. Rt. 18, Fostoria, Ohio 44830.

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